



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 12411661  
SAU: MSAD 47  
School: James H Bean School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

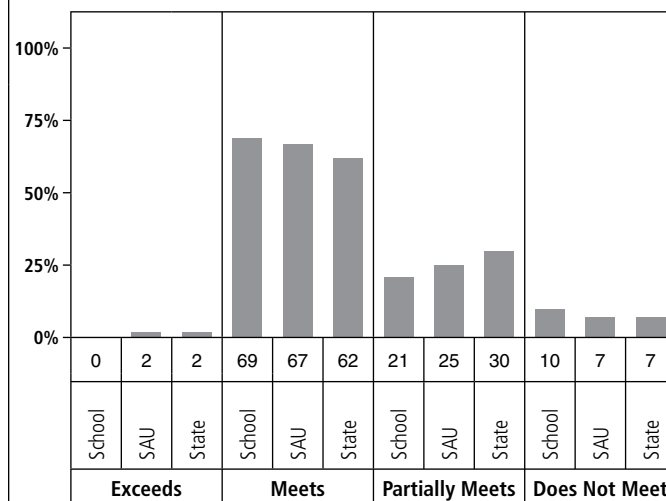
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 3  
SAU: MSAD 47  
School: James H Bean School

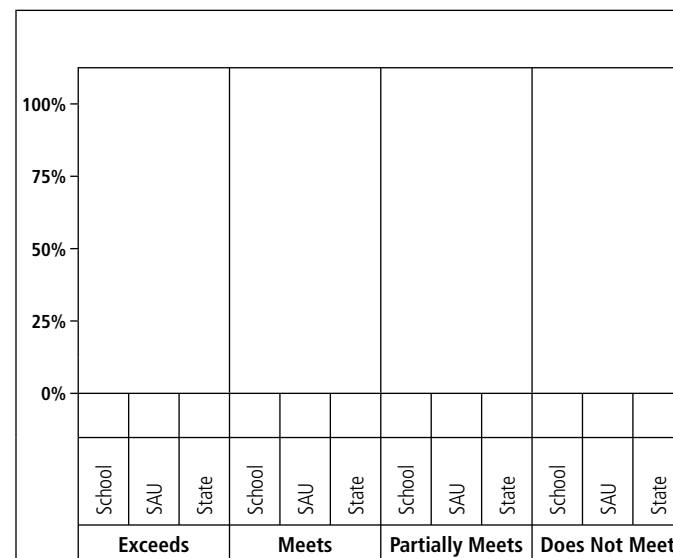
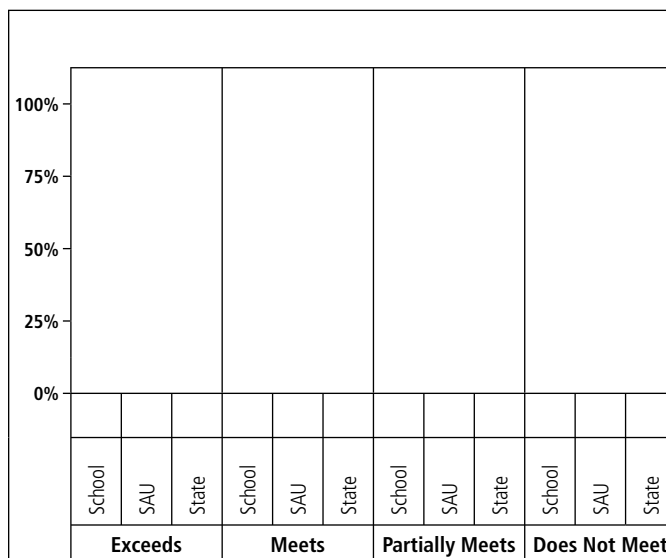
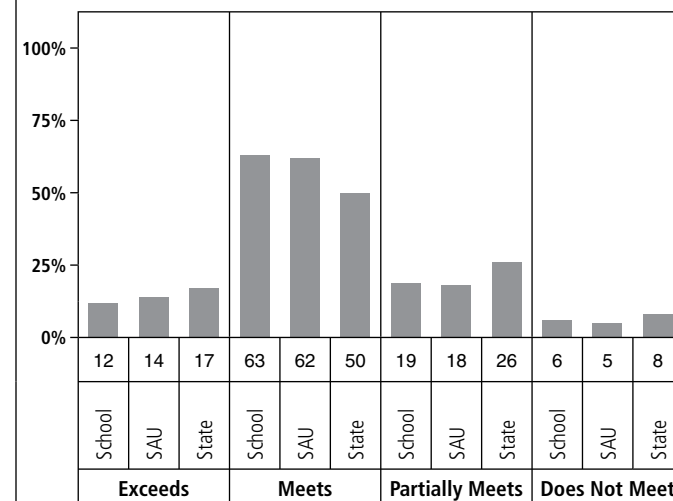
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	345	346	345
2006–2007	347	347	345
<b>2007–2008</b>	<b>345</b>	<b>345</b>	<b>344</b>
Cum. Avg. *	346	346	345
<b>Mathematics</b>			
2005–2006	345	347	344
2006–2007	350	352	347
<b>2007–2008</b>	<b>348</b>	<b>349</b>	<b>347</b>
Cum. Avg. *	348	349	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 3  
SAU: MSAD 47  
School: James H Bean School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	52	100	153	100	13803	100	52	100	153	100	13714	99	52	100	153	100	13710	99												
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	5	3	210	2	0	0	5	100	205	98	0	0	5	100	206	98												
Hispanic	0	0	1	1	162	1	0	0	1	100	158	98	0	0	1	100	159	98												
Caucasian/White	52	100	147	96	12916	94	52	100	147	100	12846	100	52	100	147	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	8	15	23	15	2358	17	8	100	23	100	2333	99	8	100	23	100	2329	99												
Current LEP	0	0	3	2	371	3	0	0	3	100	357	96	0	0	3	100	361	98												
Economically disadvantaged	12	23	52	34	5584	40	12	100	52	100	5535	99	12	100	52	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	39	75	121	79	10650	77	39	75	121	79	10678	77												
Identified disability (PET/IEP)	0	0	4	3	475	4	0	0	4	3	479	4												
LEP	0	0	2	2	151	1	0	0	2	2	149	1												
504 plan	0	0	1	1	83	1	0	0	1	1	85	1												
<b>Participation with accommodations</b>	13	25	32	21	2936	21	13	25	32	21	2911	21												
Identified disability (PET/IEP)	8	62	19	59	1735	59	8	62	19	59	1729	59												
LEP	0	0	1	3	197	7	0	0	1	3	208	7												
504 plan	0	0	1	3	49	2	0	0	1	3	47	2												
Other	5	38	11	34	986	34	5	38	11	34	958	33												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 47  
School: James H Bean School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	2	5	3	352	3
	2006-2007	1	2	5	3	332	2
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>227</b>	<b>2</b>
	Cum. Total*	2	1	13	3	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	38	62	117	66	8641	62
	2006-2007	38	69	125	70	8691	63
	<b>2007-2008</b>	<b>36</b>	<b>69</b>	<b>102</b>	<b>67</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	112	67	344	68	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	21	34	53	30	3671	27
	2006-2007	15	27	42	23	3781	27
	<b>2007-2008</b>	<b>11</b>	<b>21</b>	<b>38</b>	<b>25</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	47	28	133	26	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	1	2	2	1	1163	8
	2006-2007	1	2	7	4	1021	7
	<b>2007-2008</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>7</b>	<b>938</b>	<b>7</b>
	Cum. Total*	7	4	19	4	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	28.2	61.3	28.1	61.1	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	14.2	61.7	14.3	62.2	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	14.0	60.9	13.8	60.0	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: MSAD 47  
 School: James H Bean School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	52	0	0	36	69	11	21	5	10	345	153	2	67	25	7	345	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										5	0	60	40	0	343	203	1	60	31	8	344
Hispanic	0										1						158	1	52	36	11	342
Caucasian/White	52	0	0	36	69	11	21	5	10	345	147	2	67	24	7	345	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	3	38	3	38	2	25	337	23	0	30	43	26	337	2210	0	32	48	20	338
No	44	0	0	33	75	8	18	3	7	346	130	2	73	22	3	346	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	0										3						348	1	36	45	19	339
No	52	0	0	36	69	11	21	5	10	345	150	2	67	24	7	345	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	12	0	0	5	42	4	33	3	25	339	52	4	44	37	15	341	5450	1	49	39	11	341
No	40	0	0	31	78	7	18	2	5	346	101	1	78	19	2	346	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	52	0	0	36	69	11	21	5	10	345	153	2	67	25	7	345	13581	2	62	30	7	344
<b>Gender</b>																						
Female	26	0	0	20	77	3	12	3	12	345	75	3	72	16	9	345	6567	3	65	27	5	345
Male	26	0	0	16	62	8	31	2	8	344	78	1	62	33	4	344	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	6	50	4	33	2	17	340	34	0	47	41	12	340	2004	0	37	49	14	339
No	40	0	0	30	75	7	18	3	8	346	119	3	72	20	5	346	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	4										5	0	100	0	0	354	125	11	87	2	0	355
No	48	0	0	32	67	11	23	5	10	344	148	2	66	26	7	344	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 47  
School: James H Bean School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	344	4	0	17	50	33	333	6	0	43	39	18	340
B. less than one hour	96	0	0	35	70	11	22	4	8	345	88	2	70	23	5	345	79	2	65	28	5	345
C. one to two hours	0										7	0	70	30	0	344	12	2	60	31	7	344
D. more than two hours	2	0	0	0	0	0	0	1	100	330	1	0	0	50	50	334	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	23	0	0	7	58	3	25	2	17	343	30	2	65	28	4	344	29	3	62	28	7	345
B. They match some of what I have learned.	50	0	0	19	73	5	19	2	8	346	48	1	69	22	8	345	48	2	67	27	4	345
C. They match just a little of what I have learned.	21	0	0	9	82	2	18	0	0	345	16	4	67	29	0	345	15	1	56	34	9	343
D. There is no match.	6	0	0	1	33	1	33	1	33	341	6	0	56	22	22	342	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	46	0	0	18	75	3	13	3	13	345	45	3	71	19	7	346	42	3	67	24	6	346
B. good	44	0	0	15	65	7	30	1	4	345	43	2	65	29	5	345	46	1	62	32	5	344
C. fair	4	0	0	1	50	1	50	0	0	339	8	0	58	42	0	342	10	0	48	42	10	341
D. poor	6	0	0	2	67	0	0	1	33	340	3	0	40	20	40	335	2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	13	0	0	5	71	1	14	1	14	345	22	0	67	24	9	344	22	1	48	38	12	341
B. about the same as my regular schoolwork	69	0	0	25	69	8	22	3	8	345	58	2	67	26	5	345	57	2	68	26	4	346
C. easier than my regular schoolwork	17	0	0	6	67	2	22	1	11	342	20	3	65	23	10	344	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	12	0	0	3	50	0	0	3	50	336	15	0	55	18	27	340	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	63	0	0	25	76	6	18	2	6	346	55	1	68	27	4	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	25	0	0	8	62	5	38	0	0	344	30	4	67	27	2	346	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	13	0	0	5	71	1	14	1	14	345	18	4	57	36	4	345	19	3	65	27	6	346
B. 20 minutes to an hour	48	0	0	16	64	6	24	3	12	344	45	1	70	22	7	345	47	2	68	25	5	346
C. less than 20 minutes	27	0	0	9	64	4	29	1	7	344	24	3	64	25	8	344	19	1	56	35	8	343
D. I rarely read at home.	12	0	0	6	100	0	0	0	0	350	13	0	75	20	5	346	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	14	0	0	6	86	0	0	1	14	345	21	3	66	22	9	344	28	1	56	33	9	343
B. six to ten pages	43	0	0	15	68	6	27	1	5	345	28	0	58	35	7	343	23	1	63	29	7	344
C. eleven or more pages	43	0	0	15	68	4	18	3	14	344	51	3	73	19	5	346	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	0										28	0	79	16	5	346						
B.	0										35	0	63	29	8	344						
C.	0										18	17	58	25	0	347						
D.	100	0	0	0	0	1	100	0	0	336	19	0	62	31	8	343						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 47  
School: James H Bean School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	7	11	24	14	1295	9
	2006-2007	7	13	34	19	1985	14
	<b>2007-2008</b>	<b>6</b>	<b>12</b>	<b>22</b>	<b>14</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	20	12	80	16	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	30	49	89	50	6852	49
	2006-2007	38	69	107	59	6990	51
	<b>2007-2008</b>	<b>33</b>	<b>63</b>	<b>95</b>	<b>62</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	101	60	291	57	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	16	26	52	29	4081	29
	2006-2007	8	15	33	18	3673	27
	<b>2007-2008</b>	<b>10</b>	<b>19</b>	<b>28</b>	<b>18</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	34	20	113	22	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	8	13	12	7	1638	12
	2006-2007	2	4	6	3	1193	9
	<b>2007-2008</b>	<b>3</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	13	8	26	5	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.7	64.7	10.0	66.7	9.2	61.3
Cluster 2: Shape and Size	14	29	10.1	72.1	10.4	74.3	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.0	60.0	3.2	64.0
Cluster 4: Patterns	14	29	9.1	65.0	9.1	65.0	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 47  
School: James H Bean School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	52	6	12	33	63	10	19	3	6	348	153	14	62	18	5	349	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										5	0	80	20	0	347	204	18	48	25	9	347
Hispanic	0										1						159	6	50	31	13	342
Caucasian/White	52	6	12	33	63	10	19	3	6	348	147	15	62	18	5	349	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	2	25	4	50	2	25	334	23	9	39	30	22	339	2208	6	35	37	21	338
No	44	6	14	31	70	6	14	1	2	350	130	15	66	16	2	351	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	0										3						357	8	29	37	26	336
No	52	6	12	33	63	10	19	3	6	348	150	15	62	18	5	349	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	12	0	0	7	58	3	25	2	17	340	52	2	63	21	13	343	5452	9	45	33	12	343
No	40	6	15	26	65	7	18	1	3	350	101	21	61	17	1	352	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	52	6	12	33	63	10	19	3	6	348	153	14	62	18	5	349	13584	17	50	26	8	347
<b>Gender</b>																						
Female	26	3	12	16	62	6	23	1	4	348	75	11	63	19	8	348	6565	15	49	27	8	347
Male	26	3	12	17	65	4	15	2	8	347	78	18	62	18	3	350	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	5	42	5	42	2	17	338	34	0	50	38	12	340	2004	5	39	41	15	339
No	40	6	15	28	70	5	13	1	3	350	119	18	66	13	3	352	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	4										5	60	40	0	0	363	125	70	30	0	0	366
No	48	4	8	31	65	10	21	3	6	346	148	13	63	19	5	349	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 47  
School: James H Bean School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	348	4	0	33	33	33	331	6	9	40	33	18	340
B. less than one hour	96	6	12	32	64	9	18	3	6	348	88	15	62	19	4	350	79	18	52	24	6	348
C. one to two hours	0										7	20	80	0	0	356	12	16	48	27	8	347
D. more than two hours	2	0	0	0	0	1	100	0	0	326	1	0	50	50	0	336	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	33	3	18	8	47	5	29	1	6	349	46	19	60	20	1	352	37	22	50	22	6	350
B. They match some of what I have learned.	48	2	8	20	80	3	12	0	0	349	42	11	68	17	5	349	46	16	53	25	6	348
C. They match just a little of what I have learned.	12	1	17	4	67	0	0	1	17	346	7	18	55	0	27	343	12	9	44	36	11	342
D. There is no match.	8	0	0	1	25	2	50	1	25	331	5	0	43	43	14	338	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	48	6	24	15	60	3	12	1	4	352	39	23	63	11	4	353	39	25	48	20	7	350
B. good	35	0	0	12	67	5	28	1	6	344	48	10	61	24	4	347	46	14	52	27	7	347
C. fair	13	0	0	5	71	1	14	1	14	342	10	0	67	20	13	343	12	8	49	35	9	343
D. poor	4	0	0	1	50	1	50	0	0	337	3	0	50	25	25	332	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	10	1	20	2	40	2	40	0	0	346	10	7	67	20	7	345	17	7	41	35	17	340
B. about the same as my regular schoolwork	75	3	8	27	69	6	15	3	8	347	59	13	67	16	4	349	59	18	53	24	5	349
C. easier than my regular schoolwork	15	2	25	4	50	2	25	0	0	350	31	19	52	23	6	350	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	46	3	13	14	58	5	21	2	8	346	44	9	64	21	6	346	32	13	47	30	10	345
B. two or three days a week	33	2	12	11	65	4	24	0	0	347	33	20	62	18	0	352	30	20	52	23	5	349
C. two or three times each month	19	0	0	8	80	1	10	1	10	347	16	8	71	13	8	349	19	20	53	21	6	350
D. never or almost never	2	1	100	0	0	0	0	0	0	380	7	36	36	9	18	352	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										5	0	43	43	14	334	7	5	34	40	20	338
B. two or three days a week	21	0	0	7	64	2	18	2	18	341	29	7	66	20	7	346	18	15	50	27	8	346
C. two or three times each month	50	4	15	16	62	6	23	0	0	349	32	25	54	21	0	353	28	21	53	21	4	350
D. never or almost never	29	2	13	10	67	2	13	1	7	350	35	13	68	11	8	350	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	6	1	33	0	0	1	33	1	33	341	13	5	70	15	10	345	16	8	42	36	13	342
B. 30–45 minutes	15	0	0	8	100	0	0	0	0	353	29	7	73	18	2	349	30	14	53	26	7	347
C. 45–60 minutes	21	0	0	9	82	2	18	0	0	347	23	23	57	14	6	353	32	22	51	22	5	350
D. more than 60 minutes	58	5	17	16	53	7	23	2	7	347	35	19	54	22	6	348	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	0										28	11	68	21	0	351						
B.	0										35	8	71	17	4	348						
C.	0										18	8	75	17	0	350						
D.	100	0	0	0	0	1	100	0	0	334	19	23	46	23	8	348						